

DOCUMENT RESUME

ED 345 791

JC 920 271

TITLE Dislocated Worker Programs in Washington Community Colleges, Fall 1986 to Spring 1990. A Report Prepared by the State Board for Community and Technical Colleges. Operations Report No. 92-1.

INSTITUTION Washington State Board for Community Coll. Education, Olympia.

PUB DATE Feb 92

NOTE 35p.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

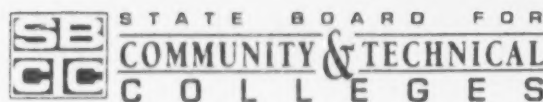
EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Community Colleges; *Dislocated Workers; *Employment; *Employment Programs; Followup Studies; Interviews; Job Search Methods; *Participant Satisfaction; Postsecondary Education; Questionnaires; State Surveys; *Student Attitudes; Two Year Colleges; *Vocational Adjustment

IDENTIFIERS *Washington

ABSTRACT

In 1992, a follow-up study was conducted by the Washington community colleges of students who had been enrolled in dislocated workers' programs between 1986 and 1990. The study sought to determine the current status of the students in terms of re-employment, job search skill development, and attitudes towards the programs. Study findings, based on responses from 564 program participants out of the 941 served during the four years, included the following: (1) 70% were employed by the time of the survey, with most returning to jobs within a few months of their job loss; (2) of the 30% not returning to work, half left the workforce as retirees or homemakers and half were looking for employment at the time of the survey; (3) of those re-employed, 47% gained jobs at the same or higher level of pay, 62% reported gaining secure jobs that paid a "family wage," 11% returned to the job from which they had been laid-off, and 53% held jobs related to their training; (4) Economic Dislocation and Worker Adjustment Assistance Act (EDWAA) trainees were significantly less likely to gain employment than Trade Adjustment Assistance Act (TAA) students (57% versus 82%); (5) EDWAA trainees who were re-employed were much less likely than TAA students to report earning a "family wage" (47% versus 70%) and reported that gaining a job took one or two months longer than it did TAA participants; and (8) "satisfied" or "very satisfied" marks were given by 76% of respondents regarding the quality of instruction at the community colleges, by 30% regarding help with the trauma of job loss, by 25% regarding help finding needed social services, and by 61% regarding the help they received from the Job Training Partnership Act or the Job Service Center. Appendixes provide the survey instrument, data summaries, and a description of a focus group process used to gather qualitative data. (JMC)



ED345791

DISLOCATED WORKER PROGRAMS IN WASHINGTON COMMUNITY COLLEGES FALL 1986 TO SPRING 1990

A Report Prepared by the
State Board for Community and Technical Colleges

February 1992

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For More Information Contact:

Loretta Seppanen
State Board for Community and Technical Colleges
319 7th Avenue
P O Box 42495
Olympia WA 98504-2495
(206) 753-3685

JC920271

ACKNOWLEDGEMENTS

A Dislocated Worker Achievement Research Review Group assisted the staff of the State Board for Community and Technical Colleges (SBCTC) with this study. Members were:

Donn Adams, Green River Community College
Mary Averett, New Chance Project, Spokane Community Colleges
Ernie Cadman, Lower Columbia College
Linda DuPertuis, Employment Security Field Operations
Pat Green, SBCTC
Duane Henry, Clark College
Loretta Seppanen, SBCTC
Gary Stocker, New Chance Project, Peninsula Community College
Mike Warren, Employment Security Dislocated Worker Project
Carol Welch, SBCTC and Office of Support Enforcement

Linda DuPertuis conducted the focus groups. Carol Welch conducted the background research and analyzed the survey results. Other SBCTC staff participating in the study were Jackie Eppler-Clark, Deralyn Gjertson, Pat Green, Loretta Seppanen and Bob Wark.

Special acknowledgement is due to the staff at the six community colleges who work with the dislocated worker programs. The coordinators of these programs were:

Clark College	Duane Henry
Peninsula Community College	Gary Stocker
Spokane Community Colleges	Mary Averett
Lower Columbia College	Ernie Cadman
Wenatchee Valley College	Woody Ahn

This study would not have been possible without the willingness of students who had participated in dislocated worker programs to respond to the request to be involved in the research by participating in a focus group or responding to the mail questionnaire.

EXECUTIVE SUMMARY

INTRODUCTION

The state of Washington has about 20,000 dislocated workers at any given time. That number could rise sharply if many more timber workers lose their jobs due to cutbacks in harvests. Before the recent timber-related job losses, the state of Washington used federal funds to provide retraining support for about 3,000 dislocated workers. Community colleges served about a third of those receiving dislocated worker assistance.

What has happened to the dislocated workers served by the colleges? Have they regained employment as a result of their training? Have they developed ways of readjusting life goals and values in the wake of their job loss? Have they gained job search skills? Community colleges sought to address these questions regarding the 941 students enrolled in their dislocated workers programs between 1986 and 1990.

FINDINGS

Study findings are based on responses from 564 dislocated workers out of the 941 served during the four years:

Re-employment. The training for dislocated workers is moderately successful in helping those who lose their jobs become re-employed:

- * 70 percent were employed by the time of the survey, with most returning to jobs within a few months of their job loss.
- * Of the 30 percent not returning to work, half left the work force as retirees or homemakers and half were looking for employment at the time of the survey. This 15 percent unemployment compared to 6.3 percent unemployment for the state's labor force at the time of the survey.

Nature of New Job. Those who were re-employed were moderately successful in gaining secure jobs at good wages related to their training:

- * Of those re-employed, 47 percent gained jobs at the same level or higher level of pay than before being laid off (self-reported and not adjusted for inflation).
- * Of those re-employed, 62 percent reported gaining secure jobs that paid a "family wage."
- * Of those re-employed, many left resource-based and manufacturing occupations to gain new employment in the service industry and other sectors.
- * Of those re-employed, 11 percent returned to the job from which they had been laid off.
- * Of those re-employed, 53 percent held jobs related to their training. That compares to 85 percent of all vocationally trained student gaining jobs related to training.

Factors Impacting Re-employment. There are two national programs providing funding for dislocated workers depending on the nature of the closure and industry involved. The programs provide significantly different levels of service. The majority of those served by the college over the four year period studied were funded under the Trade Adjustment Assistance Act (TAA), the program providing the highest level of service.

Less than a third were funded by the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). The source of funding, and thus the level of service provided, greatly influenced student success with TAA trainees having greater achievements than EDWAA participants in several areas:

- * EDWAA trainees were significantly less likely to gain employment than TAA students (57 percent versus 82 percent).
- * EDWAA trainees who were re-employed were half as likely as TAA students to report earning a "family wage" (of those re-employed, 47 percent versus 70 percent).
- * EDWAA trainees who were re-employed reported that gaining a job took one or two months longer than it did the TAA participants.

Other Impacts. Unlike the pattern commonly described for dislocated workers, the group served by the colleges reported minimal family status changes or relocation:

- * Six percent reported that divorce had followed the job loss.
- * 16 percent reported moving to a new town, and 18 percent to a new home in the same town following the job loss.

Evaluation of Services. Respondents gave high marks to the services provided individually by Employment Security staff and the college faculty and lower marks to the services provided to deal with the trauma of job loss or to get help finding needed services:

- * The majority (61 percent) were "satisfied" or "very satisfied" with the help they received from JTPA or the Job Service Center (Employment Security staff).
- * 76 percent reported being "satisfied" or "very satisfied" with the quality of instruction at community colleges.
- * 30 percent reported being "satisfied" or "very satisfied" with help with the trauma of job loss.
- * 25 percent reported being "satisfied" or "very satisfied" with help finding needed social services.

RECOMMENDATIONS

These findings lead to the following recommendations for future programs to meet the needs of dislocated workers:

Employers or unions, Employment Security, and the colleges should provide coordinated services to meet the needs of dislocated workers. The focus of coordination should be responding to the trauma of job loss, help finding other needed social services, career planning and job search assistance.

Unless employers and unions can provide additional support, the state needs to fund such support for dislocated workers who qualify only for EDWAA to make up for the more limited funds provided the student.

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PROBLEM STATEMENT

INTRODUCTION

Responding to the financial and educational needs of dislocated workers had been regarded as the business of the state and federal government for more than 25 years. Washington State University economist, Duane Leigh, who examined the governmental effort to help dislocated workers, distinguishes those aided by governmental dislocated worker programs from others who lose their job, based on two characteristics. First, dislocated workers possessed a stable employment history before their layoff. Second, dislocated workers have "little chance of being recalled to jobs with their old employer or even in their old industry. Dislocated workers are, therefore, said to be 'permanently' laid off" (Leigh, 1990).

Dislocation of workers began with the Industrial revolution. The continuing move away from primary resource extraction to manufacture of synthetic materials, as well as the growing interconnection of world markets, the growth of the service sector, and the computerization of the work place, have furthered the phenomena of worker dislocation. Throughout Washington state's history, workers in some industries have experienced massive layoffs and plant closures. In more recent years many of the closures have resulted from foreign competition.

Washington state serves dislocated workers through funds from two major federal programs: 1) the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA) and 2) Trade Adjustment Assistance (TAA). EDWAA was passed by Congress and signed into law by President Reagan in 1988. "This act amended the existing Title III of the Job Training Partnership Act (JTPA), and sharply increased the level of federal funds to be used by the states in establishing programs to meet the adjustment assistance needs of displaced workers" (Leigh, 1990). EDWAA allows such assistance as orientation, career and job counseling, testing and assessment, labor market information, job clubs, job development, and supportive services (e.g., child care, transportation assistance).

"Trade Adjustment Assistance (TAA) is available to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports" (U.S. Department of Labor, 1989). In addition to the benefits available to participants under the EDWAA program, TAA program participants receive weekly trade readjustment allowances following their exhaustion of unemployment benefits, as long as they are enrolled in an approved training program. Other differences between the two programs are that TAA participants are allowed long-term training, during which they receive readjustment allowances and the amount of the allowance is the same as unemployment benefits.

The majority (72 percent) of those served in the dislocated worker programs in Washington community colleges were funded under TAA. The TAA-funded students received extended unemployment benefits and up to 104 weeks of funding for training. This training time was much longer than that provided for EDWAA participants.

PROBLEM STATEMENT

The community college dislocated worker training involved a variety of activities including career planning and job search assistance. When large groups of dislocated workers were referred to the colleges for training, colleges provided special courses designed to help students with career awareness, dealing with job loss, understanding their funding options and selecting future courses. When students enrolled individually, colleges sought to provide a successful transition experience by counseling students and suggestion of courses best suited to their needs. Those with funding for extended enrollment were able to receive training in specific job fields in preparation for new employment. Evaluations of dislocated worker assistance elsewhere has provided little encouragement for the classroom training aspects of such

assistance other than job search assistance (Leigh 1990). At issue, then is the extent to which the community college dislocated worker training was of benefit to students.

The State Board for Community and Technical Colleges (SBCTC) conducted this study to assess how well Washington's community colleges have done in helping dislocated workers attain educational, occupational and personal goals. Does the training provided by community colleges meet the needs of dislocated workers?

The purpose of the Dislocated Worker Achievement Research Project was to determine the extent to which dislocated workers who had enrolled in community colleges achieved their educational, occupational and personal goals during or shortly after leaving the college. For purposes of analysis, the research was limited to dislocated workers funded under Trade Adjustment Assistance (TAA) and Title III of the Job Training Partnership Act and its replacement, the Economically Dislocated Worker Assistance Act (EDWAA). The study was also limited to dislocated workers enrolled between fall 1986 and spring 1990.

STUDY DESIGN

To achieve the study's objective, the research was carried out in three parts:

- * A quantitative study of all the 941 students who enrolled in dislocated worker programs, distinguishing TAA from EDWAA, from fall 1986 to spring 1990 in the six colleges providing the most dislocated worker training¹:

<u>College, Location</u>	<u>Number of Students</u>
Clark, Vancouver	424
Lower Columbia, Longview	189
Spokane, Spokane	129
Spokane Falls, Spokane	128
Wenatchee Valley, Wenatchee	37
Peninsula, Port Angeles/Forks	34

- * A qualitative study using focus groups to gather data about the extent of educational and occupational achievement and opinions about the factors influencing that achievement. These focus groups were conducted by SBCTC staff. Nineteen former students participated. The conversations were recorded and later transcribed for analysis.
- * A survey of the 941 dislocated worker students conducted in spring 1991. A total of 564 students responded to the survey. Despite concerted efforts, SBCTC was unable to reach 14 percent of the students because their current address was unknown. SBCTC regards the survey results as a reasonably accurate representation of opinions of all 941 students. For a further discussion of the survey, see Appendix A.

¹ Other colleges also served dislocated workers during the same time period, but they served smaller numbers of students. In 1985-86, several colleges participated in dislocated worker training programs which received favorable evaluations from the U.S. General Accounting Office (Bates Technical College, Edmonds Community College, and Lake Washington Technical College).

FINDINGS I: DISLOCATED WORKERS SERVED

Community and technical colleges serve the needs of many dislocated workers who cope with dislocation without federal assistance, however, those so served are indistinguishable from others enrolled at the college and were not included in this study. Even among those who receive assistance from TAA and EDWAA programs, not all enroll in the community colleges. Some receive training at technical colleges, from profit institutes, community colleges in neighboring states and universities. This study was limited to those receiving federal assistance through EDWAA or TAA enrolled at the community colleges between 1986 and 1990.

CHARACTERISTICS

No statewide data exists on the demographic characteristics of federally-funded dislocated workers in Washington at the time of this study. As a result, there is no comparison group for the 941 students served. This analysis provides the best picture of dislocated workers in Washington during the last four years of the 1980's.

The majority of dislocated workers served were funded under the longer-term TAA program (72 percent). Overall, the majority of students were male, though this varied considerably for TAA and EDWAA. Twenty-seven percent of the EDWAA group was male, while men represented 90 percent of those receiving TAA benefits. People of color were disproportionately represented in the enrolled group compared to the workforce (24 percent compared to a current workforce of 11 percent workers of color).

As shown in Table I, dislocated workers were better educated and older than the typical community college student.

Table I
Demographics of Dislocated Workers in Community Colleges
(Fall 1986 to Spring 1990)
Compared to All Students (Fall 1990)

<u>Characteristic</u>	<u>Dislocated Workers</u> (N = 941)	<u>All Students</u> (N = 156,439)
Male	73%	42%
Female	27%	58%
White	76%	82%
Of Color	24%	18%
Average Age	40	31
Single Parents	11%	10%
No Children	63%	67%
Limited English Speakers	13%	12%
With Disabilities	2%	4%
Less than HS Education	7%	11%
HS Graduate or GED	33%	52%
Some Post-Secondary	47%	26%
Associate Degree or Higher	13%	11%

Those served by college dislocated worker programs between 1986 and 1990 had been laid off from jobs predominately in the manufacturing sector. About half the workers served were union members although union membership varied significantly by program. Eighty percent of TAA participants were union members while only 10 percent of EDWAA students had been union members before the layoff (see Table II).

Table II
Former Industry of Dislocated Workers in Community Colleges
Fall 1986 to Spring 1990
(N = 564 Survey Respondents)

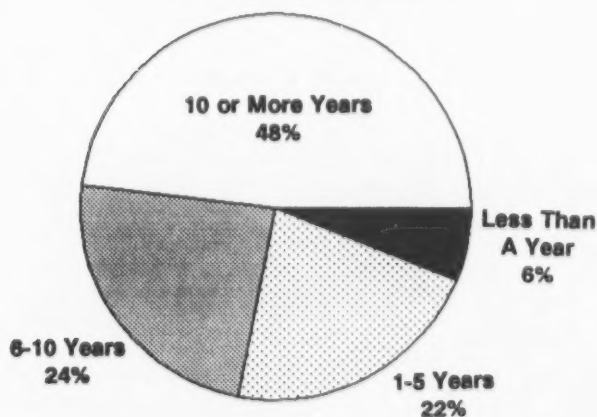
<u>Industry</u>	<u>% of Total</u>
Manufacturing	61%
Agriculture, Forestry, Fishing & Mining	22%
Services	6%
Transportation and Utilities	4%
Wholesale and Retail Trade	3%
Construction	2%
Other	2%
<u>Union or Non Union</u>	
Union	55%
Non-Union	44%

Note: The high percentage from manufacturing industries is a result of TAA being limited to closures in that industry sector.

Laid-off workers served by the college had been long-term employees of their company before they lost their jobs. Most (72 percent) had worked for the same firm six or more years as shown in Figure I.

The work experience of TAA and EDWAA participants varied significantly with 62 percent of TAA trainees having worked for the same firm more than 10 years versus only 32 percent of the EDWAA participants.

Figure I
Length of Employment
With Same Firm Before Layoff



LEARNING ABOUT THE PROGRAM

Dislocated workers reported learning of the college program primarily from staff members at the local Job Service Center (Employment Security) or from other workers as shown in Table III.

Table III Source of Information About College Dislocated Worker Program Fall 1986 to Spring 1990 (N = 564 Survey Respondents)	
Source	% of Total
Employment Security	69%
Fellow Workers	54%
Union	36%
Employer	29%
Community College Staff	13%
Friends, Relatives, Other	3%

Note: Multiple responses were allowed.

TAA dislocated workers got information about the college program from Employment Security, fellow workers and their union. Most EDWAA trainees learned about the program only from Employment Security (ESD) staff. In the focus groups EDWAA participants reported that ESD contacted them about the dislocated worker program only when they were about to exhaust their unemployment benefits. Some said they felt administrators were looking for "warm bodies" to fill the program².

ENROLLMENT PATTERN

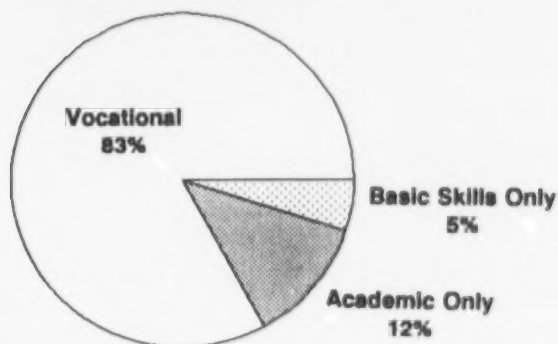
As would be expected, the dislocated workers reported enrolling in college primarily to take courses for work-related reasons (93 percent). A few were enrolled to complete high school or improve basic skills. Three percent were planning to transfer credits to a four-year institution. The majority of dislocated workers were enrolled on a full-time basis (63 percent). Full-time students took an average of 15 quarter credits each. Those enrolled part-time averaged 5 credits each quarter.

During their last quarter of enrollment, dislocated workers were most likely to be in vocational courses though one in five took developmental or basic skills courses (5 percent took only basic skills courses and 15 percent took vocational and basic skills classes). A third took academic courses, 12 percent enrolling only in academic courses and 21 percent enrolling in both academic and vocational courses.

² There have been significant changes related to EDWAA funded dislocated workers since the time period covered by this study. Today, most EDWAA eligible participants are employed at large firms. The plant closures are known in advance and ESD staff are able to work with potential dislocated workers and their employer and union or labor representatives before the layoff.

About a third of the dislocated worker students majoring in a vocational field were enrolled in business or office programs (31 percent) and in the trades (31 percent). Most of the rest of the vocational majors were in technical and medical programs (19 percent).

Figure II
Type of Courses Taken
Last Quarter of Enrollment

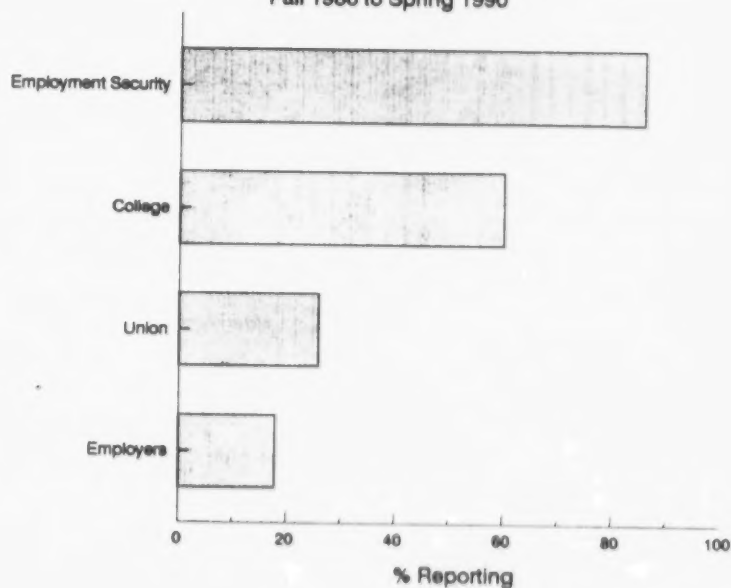


PROBLEMS ENCOUNTERED BY STUDENTS

The need for more funding and better class availability were the chief problems faced by dislocated workers while at the college. Fifty-eight percent reported that lack of money caused a problem and 31 percent had a problem with lack of availability of needed classes. A slight majority (56 percent) of the students agreed with the statement that they "were able to enroll in all the courses they wanted at the college." About half of those with limited English speaking skills reported that their skill level in English was a problem for them.

Dislocated workers reported turning to the Employment Security Department and college staff for help with the problems they faced as seen in Figure III.

Figure III
Source of Help for Problems
Faced as a Dislocated Worker
Fall 1986 to Spring 1990



FINDINGS II: EMPLOYMENT OUTCOMES

STATUS IN SPRING 1991

Seventy percent of the dislocated worker students were re-employed at the time of the survey (spring 1991). Thirteen percent were continuing their training and two percent had retired or had left the work force to be full-time homemakers. Fifteen percent remained unemployed and seeking work compared to a state-wide unemployment rate of 6 percent at the time of the survey and higher rates for the counties in which most of the dislocated workers lived.

Of those responding to the survey, a substantial group were in secure and permanent jobs earning what they regarded as a "family wage" (see Table IV). A somewhat smaller number were in jobs related to training. Some achieved what many dislocated workers hoped for and returned to their former place of employment.

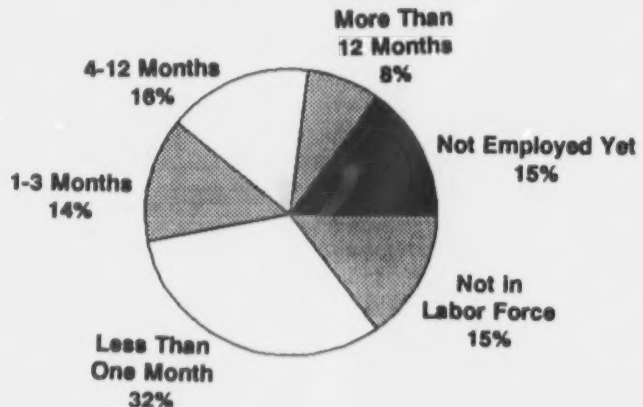
Table IV
Status of Dislocated Workers Re-Employed as of Spring 1991
Students from Fall 1986 to Spring 1990

<u>Status</u>	<u>% of Total Re-Employed</u> <u>In Spring 1991</u> (N = 395 Re-Employed Survey Respondents)
Permanent Job	69%
Secure Job	63%
"Family Wage"	62%
Related to Training	53%
Returned to Former Job	11%

Two thirds of the re-employed students (66 percent) gained a job within three months after leaving the college program.

For some participants the dislocation from their old job and participation in the college program not only lead to re-employment, but an opportunity to pursue their dreams. One participant, for example, had been working part-time as a writer of children's books when the plant where he worked closed. He took a technical writing course at the college so that he could pursue employment in the field of writing. Another had owned an automobile repair shop in addition to his work at the plant which closed. The lay-off allowed him to concentrate on this business as a livelihood. He attended auto repair classes, bought more tools and put more effort into what had been a part-time business.

Figure IV
Length of Time Between
Program Completion & Re-Employment



SHIFT OUT OF RESOURCE-BASED AND MANUFACTURING JOBS

Dislocation resulted in a shift of workers out of resource-based and manufacturing occupations into service occupations as shown in Table V.

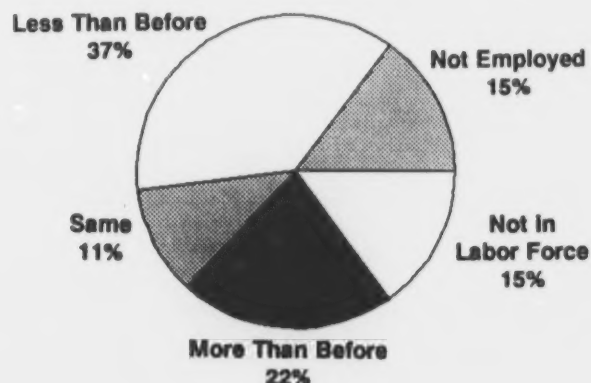
Table V Industry of Workers Before and After Dislocation Fall 1986 to Spring 1990		
<u>Industry</u>	<u>% Before Layoff</u> (N = 564)	<u>% After Re-Employment</u> (N = 395)
Manufacturing	61%	36%
Agriculture, Forestry, Fishing & Mining	22%	10%
Services	6%	25%
Transportation and Utilities	4%	8%
Wholesale and Retail Trade	3%	7%
Construction	2%	6%
Other	2%	8%

Along with this structural shift was a move away from union jobs. Two-thirds of the employed trainees took non-union jobs versus 44 percent in non-union work before their lay-off.

EARNINGS BEFORE AND AFTER LAYOFF

The aim of dislocated worker programs is to return workers to jobs that will allow them to maintain the standard of living they had before they left their jobs. About a third of the participants in the college program found employment at jobs that paid the same or more than those they held before being laid off. More than a third were employed in jobs at wages below those of the former job.

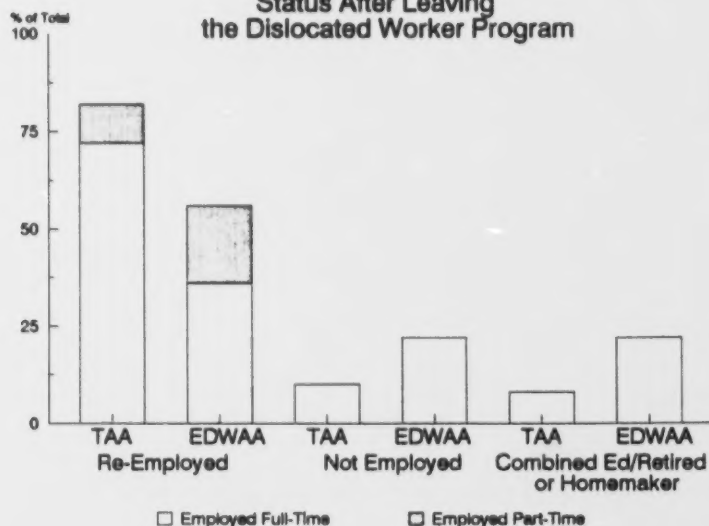
Figure V
Comparison of Earnings
Before and After Layoff



EDWAA AND TAA DIFFERENCES IN EMPLOYMENT

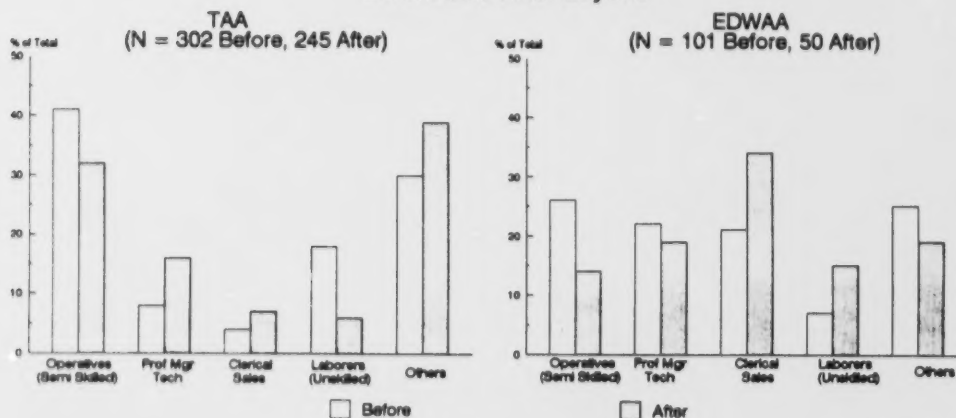
EDWAA trainees were significantly less likely than TAA students to be employed (57 percent versus 82 percent, see Figure VI) at the time of the survey. Although more of the EDWAA than TAA trainees continued their education, more were unemployed. EDWAA trainees were half as likely as TAA students to report making a "family wage" (27 percent EDWAA versus 57 percent TAA). EDWAA participants reported that gaining a job took them one to two months longer than it did the TAA participants.

Figure VI
Status After Leaving
the Dislocated Worker Program



As Figure VII shows, the occupational shifts accompanying industry changes varied significantly for TAA and EDWAA trainees. TAA participants moved away from lesser skilled occupations. Employed EDWAA trainees moved out of semi-skilled jobs to clerical and unskilled work.

Figure VII
Occupational Comparisons
Before and After Layoffs



Reasons for the differences in employment outcomes for TAA and EDWAA participants may result both from what happened to them during the program and from their circumstances before enrollment. TAA participants had federal support while enrolled at the college for a much longer time than did EDWAA students.

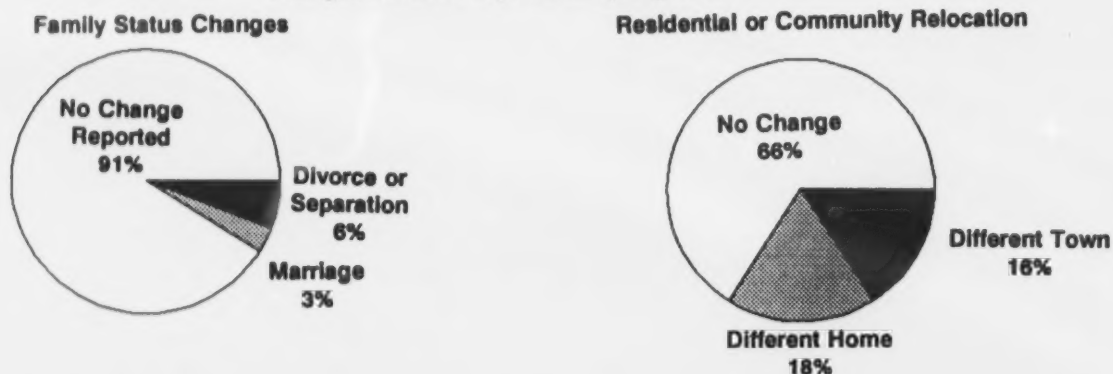
The two groups represent significantly different populations with EDWAA participants characterized as females who had been employed in non-union technical, clerical, sales and operative jobs. TAA participants were men who had been in manufacturing jobs and were represented by unions. The TAA workers tended to be among a large group who were laid off at a single time. Even the manner in which they learned of the dislocated worker program differed for the two groups.

FINDINGS III: OTHER IMPACTS

IMPACT ON FAMILY AND RESIDENCE

Loss of a job is often thought to result in significant family disruption including the need to leave the family home to find a job elsewhere. The dislocated workers participating in programs at the community colleges in 1986 to 1990 experienced minimal residence changes and considerable continuity in their family structure as show in Figure VIII.

Figure VIII
Changes Between Layoff and Spring 1991



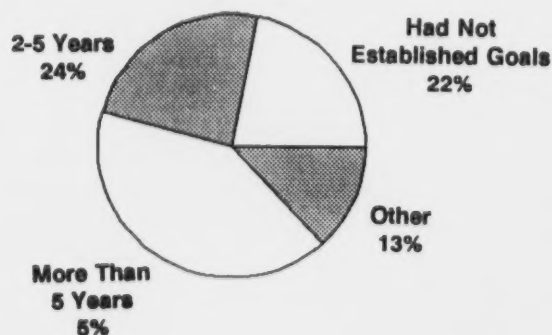
The age of dislocated workers enrolled in the college may be one reason for minimal family disruption. Two-thirds of all divorces occur for people under the age of 40. Dislocated workers enrolled at the colleges were an older group with an average age of 40. Another factor resulting in minimal disruption may be the support provided by EDWAA and TAA assistance. Those dislocated from their jobs without such assistance, the vast majority, may experience greater personal difficulties leading to more family disruption.

FUTURE PERSPECTIVE

It was hoped that students would have developed a longer range perspective on their life as a result of participating in the specially-designed program for dislocated workers. About three-quarters of the students reported having established work related goals at the time of the survey. Among those with goals, most held a fairly long-term perspective as shown in Figure IX. Thirty-nine percent of those still unemployed in spring 1991 had not yet established goals for the future compared to 20 percent of the employed trainees.

The majority of respondents said that the dislocated worker program they attended influenced their goal-setting process. Twenty-five percent said the program was a "great influence" and 42 percent rated the program of "some influence." Twenty-six percent said the program did not influence the setting of long term work goals.

Figure IX
Time Frame of Work Related Goal
of Dislocated Workers
as of Spring 1991



FINDINGS IV: SATISFACTION WITH TRAINING PROGRAM

EMPLOYMENT SECURITY

Staffs at the Job Service Centers or JTPA offices run by the Employment Security Department (ESD) received very positive evaluations from students. Focus group participants said they received the most help for the problems they faced as dislocated workers from ESD staff. Sixty-two percent of the survey respondents reported agreement with the statement that "Employment Security counselors are caring."

COMMUNITY COLLEGE INSTRUCTION

As is typical of evaluations by community college students, the highest satisfaction ratings were given to the quality of instruction with 76 percent expressing satisfaction. That is essentially the same rating that all vocational training students give to their instructors when asked a year and half after leaving the college.

An example of the assistance given by instructors was provided by a focus group participant who said:

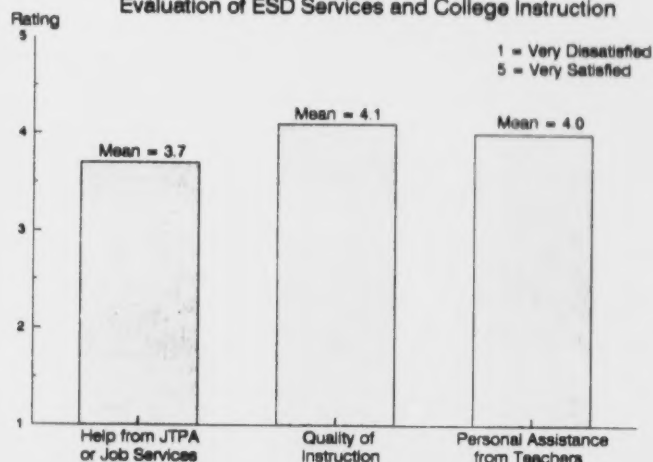
...I can remember when we were losing interest, she'd call us at home and say why weren't you in class today, or ...why were you late, or is there a problem? Is there anything we can help with, and she was willing to do anything.

When asked if they would recommend the college to other dislocated workers, most reported that they would do so. However, 15 percent of the survey respondents would not recommend the community college to other dislocated workers. In other surveys, the rate of those who would not recommend the college has typically been five percent or less. It is possible that dissatisfaction with assistance related to dealing with the trauma of job loss and getting needed social services (see page 13) lead to the more negative recommendation than typical. The majority (52 percent) of the survey respondents disagreed with the statement that "colleges act as though students are there for the college benefit, not student's benefit."

UNION AND EMPLOYER

As would be expected, the majority of survey respondents were dissatisfied with the help provided by their former employer or union. Twenty-two percent of those who had worked where they had a union reported being "satisfied" or "very satisfied" with their union's help. Twelve percent reported being "satisfied" or "very satisfied" with their employer's help. The mean rating on a five point scale was 2.2 for the former union and 1.8 for the employer. Many of the closures for this group of dislocated workers occurred with little advanced warning. Today most employers and unions have more time before the layoff to provide support for their potential dislocated members or workers.

Figure X
Evaluation of ESD Services and College Instruction



OVERALL PROGRAM BENEFIT

When taken as a whole, the program received mixed evaluations compared to the positive assessment of the services uniquely provided by ESD and college staff. To the statement "The program helped me with career planning, but there was not enough help to achieve my goals," 35 percent agreed and 39 percent disagreed. Nearly one in four respondents (24 percent) reported that they did not improve their quality of life as a result of participation in the program. Fifty-nine percent reported that their experience in the program did improve their quality of life.

These findings suggest that a subset of participants, especially those who had not regained employment, were dissatisfied with the program. Some respondents may have been caught in the anger stage of the loss cycle. Their ability to benefit from the program may have been hampered because too little time had been devoted to dealing with the trauma of job loss. Some comments from the focus group that reflect the inability to move beyond dealing with loss were:

I can see the steps that need to be taken. The problem is like an escalator that maybe is running just a little too fast or a little too slow.

You got six-inch legs trying to crawl up two-foot stairs.

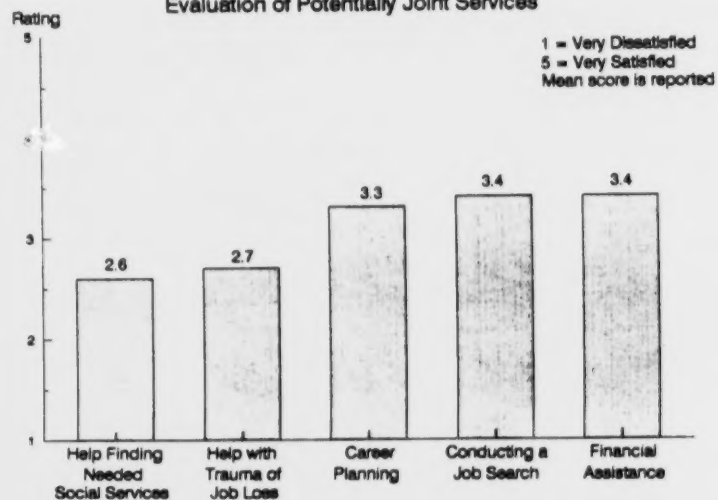
Their format is designed to be delivered to a high school kid that is still being supported by his parents. This is not geared toward middle-aged people that have worked all their lives and have a lot of possessions and a lot of things they want to keep.

A more general dissatisfaction with the program appears to be related to dealing with the trauma of a job loss and help finding other social services. These are services which might be best provided by joint efforts of the college, ESD, the former employer or union. About 35 percent of students apparently did not need additional social services as they said that item was not relevant for evaluation.

Peer support was mentioned by focus group participants as important in dealing with the trauma of job loss. Those funded by TAA had a natural support group in that lay-offs impacted a large group of workers from the same industry who then enrolled together. The EDWAA participants from the period covered in this study lacked that support as they generally came to the program with few other workers from the same firm. Perhaps as a result of the lack of peer support, the emotions of EDWAA participants were still quite raw during the focus groups conducted in winter of 1991. The following comment was not atypical of the outburst of emotions from EDWAA participants:

...The eloquence of the instructors got everybody looking at each other and talking to each other, exposing your emotions, getting that out, you felt like "I can do anything." But in the real world they just looked at you and you were right back to where you were ... This whole four years has destroyed my life and there was no support group, no person stood up and

Figure XI
Evaluation of Potentially Joint Services



said, we're going to make sure you're comfortable financially so we can get you back into the work force ...

Meeting individual needs: The program was not always geared to the unique needs of those enrolled as indicated in the comments of several who recommended changes in the format:

I didn't need any self-esteem courses or anything. There were a lot of people who did. What I could have used was a whole lot of work on developing study skills that directly related to school. For crying out loud, I hadn't been to school in over 20 years. I didn't know what a school looked like.

Probably the first thing that they needed to do was to give the people assessment tests--immediately. And then run those things through so that you have the results back in a couple of days instead of a few weeks so that people know what they're looking at as far as their own abilities and then stress those areas.

EDWAA and TAA participants provided essentially identical ratings except that EDWAA participants were more dissatisfied with the financial assistance received and help from their former employer and were more satisfied with job search assistance.

RECOMMENDATIONS

Joint Effort: The weakest evaluations from those who participated in community college dislocated worker programs were for services that might best be provided jointly by employers or unions, ESD and the college. The most positive evaluations were for the services provided individually by the college and ESD. Efforts should be undertaken to strengthen the support provided in a cooperative manner. Specifically, additional support is needed to assist dislocated workers in dealing with the trauma of job loss, referral to other social services, career counseling and job search.

Compensating for EDWAA Weaknesses: Dislocated workers who are eligible only for EDWAA received less financial support for their transition to a new job. They also were less likely to receive help from a union, employer or the college. Because they generally did not come to the dislocated worker program with many other workers from the same company, they do not enjoy a built-in support group.

EDWAA and TAA trainees were significantly different populations - not just in terms of the funds available for training, but in terms of past employment and gender. EDWAA trainees were far more likely than TAA participants to be female, in non-union jobs which they had held for fewer than ten years. While EDWAA and TAA participants responding to the survey ranked their educational experiences equally positive, the employment outcomes for each group were significantly different. TAA participants were far more likely than their EDWAA counterparts to be re-employed and to be earning a "family wage."

Dislocated workers with families to support cannot be expected to participate effectively in long-term retraining programs without considerable financial assistance. Since EDWAA does not provide that long-term assistance, other means must be adopted to best serve the dislocated worker. Creative means should be found to compensate for the limited funding provided by the EDWAA program with the aim of improving their employment outcomes. Additionally, analysis should be undertaken to determine if the background characteristics of the EDWAA participants, rather than the program experience, was the chief cause of the poor employment outcomes.

SUMMARY

Community colleges are a major provider of services to dislocated workers in Washington. From 1986 to 1990 the colleges served nearly 1,000 dislocated workers. This study provides information on the results of these programs. Most students left the dislocated worker programs with very positive assessment of the quality of instruction and the support from both instructors and ESD staff. Of those continuing to seek employment, about eight out of ten were employed at the time of study. Those employed generally found secure jobs that provided a "family wage." A smaller number found jobs related to their college training.

Programs for dislocated workers can be improved by providing joint services and by compensating for some of the inherent weaknesses of the EDWAA program.

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**APPENDIX A
COMMUNITY COLLEGE DISLOCATED WORKER FOLLOW-UP
SPRING 1991**

Survey Purpose

SBCTC developed this survey for two purposes:

- To determine the employment and educational status of dislocated workers enrolled between fall 1986 and spring 1990.
- To rate dislocated workers' satisfaction with a wide range of services and educational experiences they had encountered.

The survey gathered students' impressions anywhere from one year to four years after participation in dislocated worker training.

Population Selected

The population from which the survey sample was drawn consisted of 941 students enrolled at the six colleges which served the most dislocated workers during the four year period.

**Table A-1
Dislocated Worker Students by College**

	<u>Number of Students</u>
Clark, Vancouver	424
Lower Columbia, Longview	189
Spokane, Spokane	129
Spokane Falls, Spokane	128
Wenatchee Valley, Wenatchee	37
Peninsula, Port Angeles/Forks	34

Survey Distribution

SBCTC obtained participant addresses from the program coordinators at each college. In most cases the addresses had been last updated anywhere from several months to four years before the survey was first mailed.

This survey was distributed via first class mail. The following efforts resulted in identifying usable addresses for 86 percent of the sample:

- Credit bureau records were checked with an on-line service if the post office could no longer forward the survey. The service used is called Equifax. The service provides address and phone information only. No confidential credit information can be accessed. Use of this service costs \$2 for each matched Social Security number¹.

¹ For more information contact: Charles Toth, Sales Account Executive, Credit Reporting Division, Equifax, The Credit Bureau, Inc., Credit Northwest Corporation, Suite 100, 14335 NE 24th Street, Bellevue WA 98007, (206) 865-0580 or (800) 722-6780, FAX (206) 643-6491.

Despite these efforts, good addresses were not obtained for 13.8 percent of the sample. Given the number of years since addresses were updated, this level of unusable addresses is reasonable.

Completion Rates

The completion rate for this survey was 70 percent (see Table A-II). The completion rate is the comparison between completed surveys and the total potential respondents.

Table A-II Completion Rates Dislocated Workers Survey Spring 1991		
<u>Potential Respondents</u>	<u>Number</u>	<u>% of Total</u>
A. Returned Survey	564	59.9%
B. Non-Respondents	244	25.9%
Subtotal	808	85.9%
<u>Excluded from Sample</u>		
C. Deceased	3	0.3%
D. Unusable Address	130	13.8%
Subtotal	133	14.1%
TOTAL	941	
Completion Rate (A/A+B)	69.8%	

Factors Influencing Certainty of Findings

In a survey of the entire population, three factors are important in determining the degree of certainty of survey findings:

- Measurement error: The degree to which questions asked truly measures what the researcher intended.
- Non-coverage: The degree to which the entire population had an opportunity to be included in the sample.
- Non-response bias: Bias created if non-respondents were likely to differ considerably from respondents and the number of non-respondents was large enough to impact the findings.

All surveys have some degree of uncertainty - thus there is concern that findings do not represent the beliefs, attitudes, opinions or behaviors of the population studied. If uncertainty is low, the findings are far more useful. As a consequence, researchers attempt to control the three factors mentioned above to assure the highest level of certainty possible given the resources available to conduct the study.

In the case of this study, SBCTC regards findings from Dislocated Worker Follow-Up Questionnaires as fairly high in certainty because the researchers were able to minimize bias and error.

Non-coverage

Not all dislocated worker students had an opportunity to be in the survey sample and thus there is some uncertainty in the findings due to non-coverage. Specifically, those who did not respond to the survey were those who:

- were deceased
- had no listed address in college program files
- had an unusable address

An important error factor was introduced by the failure to find addresses for 14 percent of the sample. These were dislocated workers who left the community college programs and were:

- Living at a different address than when they left the college and had likely moved more than a year ago (mail is forwardable for one year).
- Not making credit record requests, such as needed for significant purchases or housing even though they have moved during that time.

The unusable address group did not differ from the population in any demographic characteristics. The uncertainty caused by being unable to deliver surveys to this group is probably minimal except in regards to mobility data.

Non-Response Bias

Ideally, all persons with reachable addresses will respond to the survey, an objective which is almost never accomplished. The lower the response rate, the greater the concern that results do not reflect the total population. Unfortunately, there is no way of knowing that. The following procedures were followed in an attempt to assure a high completion rate and low non-response bias:

- The original survey sent with a hand-signed cover letter and first class return envelope. Mailings were on college letterhead and were personally signed by the individual in charge of the dislocated worker program.
- Respondents were given a toll-free number to call with questions. Some whose English ability was limited did call the number and completed the survey by phone. Others called to ask questions about confidentiality.
- For those not returning the survey, up to three follow-up letters were sent each with a signed letter and first class return envelope. Subsequent mailings were sent every three weeks. The toll-free number remained available throughout the survey period and was offered in each letter.

The respondents and non-respondents differed only in that women students and whites were slightly more likely than men, younger students, and students of color to respond. Such variance is typical in mail surveys.

Table A-III
Dislocated Worker Follow-Up Questionnaire
Spring 1991

	<u>Population</u>		<u>Respondents</u>	
Total	941		564	
Average Age	40		39	
Male	551	73%	333	70%
Female	206	27%	140	30%
Of Color	205	24%	113	22%
Type of Program:				
EDWAA	149	18%	107	21%
TAA	604	73%	333	67%
Both	71	9%	58	12%

Measurement Error

The following factors helped reduce uncertainty regarding measurement:

- SBCTC had developed many items in the questionnaire based on the focus group interviews with dislocated workers.
- The rest of the questionnaire contained standard questions previously pilot-tested and used in a variety of other settings.
- The survey was short and well-structured.
- Respondents did not have to work hard. Their interest was maintained as they were led through the survey.

For some questions, respondents were asked to indicate if each response did or did not apply to them. Often a response was left blank. Analysis of this survey assumed a blank response to mean "does not apply". If this assumption is false, the level of measurement error could be considerable.

Conclusion

The findings of this survey can be thought of as fairly accurate in representing the opinions, beliefs, attitudes and behaviors of the total group of 941 dislocated workers served at the six community colleges during the four-year period studied. The results represent the most comprehensive view available of what happens to Washington dislocated workers who receive support for training.

Request for the Report

Respondents were asked if they would like a copy of the survey results. About 290 respondents expressed a desire to obtain results.

COMMUNITY COLLEGE

DISLOCATED WORKER FOLLOW-UP QUESTIONNAIRE

Spring 1991

COMMUNITY COLLEGE DISLOCATED WORKER FOLLOW-UP QUESTIONNAIRE

Thank you for assisting us by completing this questionnaire. The results will help community colleges improve the quality of our dislocated worker programs. The identification number on the front page will be used to match your college enrollment data with your survey comments. This reduces the time required to complete the survey. Please be assured that your responses will be treated confidentially by the survey staff.

DISLOCATED WORKER PROGRAM EXPERIENCE

Q-1. Did you first hear about the dislocated worker program from any of these sources? (Please circle one number for each question.)

	Yes	No
1 EMPLOYER	1	2
2 UNION	1	2
3 COMMUNITY COLLEGE	1	2
4 FELLOW WORKERS	1	2
5 EMPLOYMENT SECURITY (Unemployment office)	1	2
6 OTHER _____ (Please specify)		

Q-2. How long was the time between when you were laid off and before you entered the dislocated worker program?

- 1 LESS THAN A MONTH
- 2 1 TO 3 MONTHS
- 3 4 TO 7 MONTHS
- 4 8 MONTHS TO A YEAR
- 5 MORE THAN A YEAR

Q-3. Did you get any help for any of the problems you faced as a dislocated worker from... (Please circle one number for each question.)

	Yes	No
a EMPLOYER	1	2
b UNION	1	2
c COLLEGE	1	2
d EMPLOYMENT SECURITY (Unemployment office)	1	2

Q-4. Did any of the following cause you problems while attending the dislocated worker program? (Please circle one number for each item listed.)

	Yes	No
a LACK OF MONEY	1	2
b LACK OF TRANSPORTATION	1	2
c LACK OF CHILD CARE	1	2
d CONFLICT WITH WORK	1	2
e DISABILITY	1	2
f LIMITED ENGLISH SKILLS	1	2
g AVAILABILITY OF CLASSES YOU WANTED	1	2

- Q-5. In general, how satisfied were you with your experience with the dislocated worker program with regard to each of the following? Use the 1 to 5 scale, with 5 meaning "very satisfied" and 1 meaning "not at all satisfied." If an item does not apply to you, use 0.

		Not at all satisfied			Very satisfied		NA
How satisfied were you with the ...							
a	QUALITY OF INSTRUCTION	1	2	3	4	5	0
b	QUALITY OF PERSONAL ASSISTANCE FROM INSTRUCTOR	1	2	3	4	5	0
c	HELP PROVIDED BY JOB SERVICE OR JTPA STAFF	1	2	3	4	5	0
d	INFORMATION ON CAREER PLANNING	1	2	3	4	5	0
e	INFORMATION ON CONDUCTING A JOB SEARCH	1	2	3	4	5	0
f	SUPPORT FROM OTHER DISLOCATED WORKERS IN YOUR PROGRAM	1	2	3	4	5	0
g	HELP WITH DEALING WITH THE TRAUMA OF JOB LOSS	1	2	3	4	5	0
h	HELP PROVIDED BY YOUR FORMER COMPANY	1	2	3	4	5	0
i	HELP PROVIDED BY UNION	1	2	3	4	5	0
j	FINANCIAL ASSISTANCE DURING RETRAINING	1	2	3	4	5	0
k	HELP IN FINDING OTHER NEEDED SOCIAL SERVICES	1	2	3	4	5	0

- Q-6. To what extent do you agree or disagree with the following comments about services for dislocated workers?

		Completely Disagree					Completely Agree	Don't Know
a	I WAS ABLE TO GET ALL THE COURSES I WANTED AT THE COMMUNITY COLLEGE	1	2	3	4	5	0	
b	COMMUNITY COLLEGES ACT AS THOUGH STUDENTS ARE THERE FOR THE COLLEGE BENEFIT, RATHER THAN THE OTHER WAY AROUND	1	2	3	4	5	0	
c	EMPLOYMENT SECURITY (JOB SERVICE) COUNSELORS ARE CARING	1	2	3	4	5	0	
d	MY TEACHER WAS VERY KNOWLEDGEABLE ABOUT THE LOCAL JOB MARKET	1	2	3	4	5	0	
d	THE DISLOCATED WORKER PROGRAM HELPED ME WITH CAREER PLANNING, BUT THERE WAS NOT ENOUGH HELP TO ACHIEVE MY GOALS	1	2	3	4	5	0	

Q-7. Do you feel your experience in the dislocated worker program has improved your quality of life? (Select only one best response.)

- 1 DEFINITELY
- 2 PROBABLY
- 3 UNCERTAIN
- 4 PROBABLY NOT
- 5 DEFINITELY NOT

Q-8. Would you recommend the community college to other dislocated workers?

- 1 YES
- 2 UNCERTAIN
- 3 NO

JOB SEEKING

Q-9. Did you look for a job after leaving the dislocated worker program? (Please circle one.)

- 1 YES ☐ → SKIP TO Q-10
- 2 NO ☐

Q-9A. If NO, what did you do after leaving the dislocated worker program? (Circle only one best response.)

- 1 CONTINUED MY EDUCATION AT _____
(Which school?)
- 2 JOINED THE MILITARY
- 3 STARTED A JOB - ALREADY HAD OFFER, NO NEED TO LOOK
- 4 CONTINUED THE JOB I HAD WHILE IN THE PROGRAM
- 5 RESUMED JOB I HAD BEFORE ATTENDING THE PROGRAM
- 6 CONTINUED RECEIVING DISABILITY PAYMENTS
- 7 HOMEMAKER
- 8 RETIRED
- 9 OTHER: _____
(Please specify)

Q-10. Are you currently employed?

- 1 YES, FULL-TIME
- 2 YES, PART-TIME
- 3 NO ☐ → SKIP TO Q-12

Q-10A. Are any of the following an accurate description of your current job? (Please circle one number for each item listed.)

	Yes	No
a A JOB I PLAN TO STAY AT	1	2
b A SECURE JOB	1	2
c BETTER HOURS	1	2
d RELATED TO TRAINING	1	2
e PAYS A "FAMILY WAGE"	1	2
f I HAD TO MOVE FROM MY 'HOMETOWN' TO GET THIS JOB	1	2

Q-10B. How much time was there between when you completed the dislocated worker program and when you first became employed?

- 1 LESS THAN 1 MONTH
- 2 1 - 3 MONTHS
- 3 4 - 12 MONTHS
- 4 MORE THAN 1 YEAR

Q-11. Compare your current earnings from work to your earnings before you were laid-off. Are your total earnings (before taxes) today ...

- 1 A LOT MORE THAN BEFORE I WAS LAID-OFF
- 2 SOMEWHAT MORE THAN BEFORE
- 3 ABOUT THE SAME
- 4 SOMEWHAT LESS THAN BEFORE
- 5 A LOT LESS THAN BEFORE

EMPLOYMENT STATUS

Please answer the following questions both about the job you had before you were laid-off and, if you are currently employed, about your current job:

Q-12. Provide the title and description of your jobs:

Q-12A. BEFORE YOU WERE LAID-OFF:

Q-12B. NOW:

Q-13. How many people are employed where you work? (Please circle one response for both before and now.)

Q-13A. BEFORE YOU WERE LAID-OFF

- 1 FEWER THAN 20 EMPLOYEES
- 2 20 - 49 EMPLOYEES
- 3 50 - 249 EMPLOYEES
- 4 250 OR MORE EMPLOYEES

Q-13B. NOW

- 1 FEWER THAN 20 EMPLOYEES
- 2 20 - 49 EMPLOYEES
- 3 50 - 249 EMPLOYEES
- 4 250 OR MORE EMPLOYEES

Q-14. Is this job union or non-union: (Please circle one response for both before and now.)

Q-14A. BEFORE YOU WERE LAID-OFF

- 1 UNION
- 2 NON-UNION

Q-14B. NOW

- 1 UNION
- 2 NON-UNION

Q-15. What is the nature of the business in which you work? (Please write the number that best applies from the list below in the blanks provided.)

Q-15A. BEFORE YOU WERE LAID-OFF _____

Q-15B. NOW _____

- 1 AGRICULTURE, FORESTRY, OR FISHING
- 2 MINING
- 3 CONSTRUCTION
- 4 MANUFACTURING
- 5 TRANSPORTATION, COMMUNICATION, ELECTRIC, GAS, OR SANITARY SERVICES
- 6 WHOLESALE TRADE (such as Associated Grocers, Builders Hardware & Supply Co.)
- 7 RETAIL TRADE (such as Nordstroms, Payless)
- 8 BUSINESS, LEGAL, OR SOCIAL SERVICES
- 9 HEALTH OR EDUCATIONAL SERVICES
- 10 FINANCE, INSURANCE, OR REAL ESTATE
- 11 CONSUMER SERVICES (such as restaurants, repair shops)
- 12 PUBLIC ADMINISTRATION, STATE, LOCAL AND FEDERAL GOVERNMENT

Q-16. How long were you employed at the same company before you were laid-off? (Please circle one.)

- 1 LESS THAN 1 YEAR
- 2 1 TO 5 YEARS
- 3 6 TO 10 YEARS
- 4 MORE THAN 10 YEARS

WORK GOALS

Q-17. How long-term are the goals for your work life? Have you established goals for the next...

- 1 YEAR
- 2 2 TO 5 YEARS
- 3 MORE THAN 5 YEARS
- 4 HAVE NOT ESTABLISHED LONG-TERM GOALS -----> **SKIP TO Q-18**
- 5 OTHER: _____
(Please specify)

Q-17A. Did the dislocated worker program influence your long term goal setting?

- 1 GREAT INFLUENCE
- 2 SOME INFLUENCE
- 3 NO INFLUENCE
- 4 NOT CERTAIN

EVALUATION OF SPECIAL SUPPORT SERVICES

Q-18. In addition to services for dislocated workers, federal and state government provide special support services to help other individuals make transitions. For this part of the survey, evaluate all the special support services provided by the federal and state government. For each item below, circle the number that comes closest to expressing how you feel about the government-funded special support services. For example, if you think the services are a little more wise than foolish, you would circle a 3. Or, if you thought the services were extremely foolish, you would circle 7.

WISE	1	2	3	4	5	6	7	FOOLISH
GOOD	1	2	3	4	5	6	7	BAD
FAIR	1	2	3	4	5	6	7	UNFAIR
SUCCESSFUL	1	2	3	4	5	6	7	UNSUCCESSFUL
IMPORTANT	1	2	3	4	5	6	7	UNIMPORTANT
POSITIVE	1	2	3	4	5	6	7	NEGATIVE
SIMPLE	1	2	3	4	5	6	7	COMPLICATED

BACKGROUND QUESTIONS

Q-19. What was the highest level of education you had completed when you started the dislocated worker program?

- 1 LESS THAN HIGH SCHOOL
- 2 HIGH SCHOOL GRADUATE OR GED
- 3 SOME POST-HIGH SCHOOL EDUCATION---COLLEGE, VOCATIONAL TRAINING, MILITARY, APPRENTICESHIP
- 4 COMMUNITY COLLEGE DEGREE OR HIGHER DEGREE

Q-20. Are you currently participating in further training at any of the following places?
(Please circle one number for each item listed.)

	YES	NO
a COMMUNITY COLLEGE	1	2
b FOUR YEAR UNIVERSITY OR COLLEGE	1	2
c VOCATIONAL TECHNICAL SCHOOL	1	2
d TRAINING OFFERED AT WORK	1	2
e APPRENTICESHIP		
f OTHER _____		
(Please specify)		

Q-21. Have there been any changes in your family status since you were laid-off? (Check ALL that apply.)

- 1 YES, DIVORCE
- 2 YES, SEPARATION
- 3 YES, MARRIAGE
- 4 YES, BIRTH OF CHILDREN
- 5 YES, DEATH OF IMMEDIATE FAMILY MEMBER
- 6 YES, OTHER: _____
(Please specify)
- 7 NO CHANGE

Q-22. Do you live in the same place you lived before your lay-off?

- 1 YES, SAME HOUSE OR APARTMENT COMPLEX
- 2 YES, SAME COMMUNITY, THOUGH NOT SAME HOUSE
- 3 NO, DIFFERENT HOUSE OR APARTMENT COMPLEX
- 4 NO, DIFFERENT COMMUNITY

Thank you for your help. Please return this survey in the enclosed envelope. If you would like a copy of the final report, please provide your name and address in the space provided on the back of the envelope. For confidentiality reasons, please do not put your name on the survey.

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APPENDIX B FOCUS GROUP PROCESS

Focus Group Participation

Focus group interviews differ from individual surveys in several regards. The group provides a safe atmosphere in which the output is more than the sum of individual ideas because of the creative dynamic of groups. The data gathered are often richer and deeper than that provided by surveys and often enters territory that would have been entirely missed by a questionnaire.

At the same time, focus group results generally cannot be extrapolated to the larger population. The richness of data makes up for the lack of statistical generalization.

Nineteen dislocated workers participated in the three focus groups. Seven participated at the Vancouver TAA group and six in each of the focus groups (EDWAA and TAA) in Spokane. There was an additional person who showed up for the EDWAA focus group session in Vancouver, but because there was only one person, the session was canceled. That person did, however, bring a thick folder of documentation to show how poorly the "system" had dealt with her concerns.

The sessions were held on the 22nd, 23rd and 29th of January 1991. The first two were held in Spokane and the last in Vancouver.

Eight of the nineteen respondents were older workers. All were white, non-Hispanics; seven were women, and three were disabled. All participants had at least a high school diploma or GED. Forty-four percent had only a high school education. The remainder were evenly split between having some post-high school education (e.g., college, vocational training, military, apprenticeship) or having a community college or higher degree.

The TAA group was fairly evenly divided between three educational attainment categories: 1) high school or GED; 2) some post-high school education; and 3) a community college or higher degree. Over half the EDWAA participants had only completed high school.

Two-thirds of the participants were enrolled in community college at the time of the interviews. Five (28 percent) were participating in training offered at work. Four reported participating in other types of training, i.e., apprenticeship, flight training, home computers and Lotus 123. One respondent was enrolled in a four-year institution and one was enrolled in a vocational-technical institute. Several individuals were involved in two or more types of training.